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An appraisal of the strengths and weaknesses of Florida State University and its role in the total enterprise of higher education and in the Nation.

Directed to the future, the report deals with (1) the goals of the University, (2) the students (admissions and student services), (3) the program, (4) resources for attaining goals (faculty, library, student welfare, physical plant, nonacademic personnel, and organization and administration), (5) financing the program, and (6) the university and the future.

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THE FUTURE OF FLORIDA STATE UNIVERSITY

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THE FUTURE OF FLORIDA STATE UNIVERSITY

The Final Summary Report
to the President
from the
Steering Committee
of the
University Self Study

SELF STUDY SERIES
FLORIDA STATE UNIVERSITY
Tallahassee, Florida

April 1962

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THE SETTING

A university exists in various settings. It is a part of the society which creates and supports it and, at the same time, it represents the tradition of higher learning. On the one hand the university is seen against a background of contemporary society—the world, the nation, the state—and on the other, it can be seen in the vestments of the higher learning and understood as a complex institution for extending knowledge, teaching youth and adults, and providing widely varied services to various publics.

A university today is very different from a university of 1900, or even 1940. Formerly a center for the preparation of doctors, lawyers, and ministers, the university today prepares these but also many others: scientists, communication specialists, artists, humanists, and experts in foreign cultures, to name only a few.

As it has changed, the modern university has come to play a more and more important role in state, national, and world affairs. As a nation, we are increasingly involved in world affairs, and the university must prepare its students to understand not only America, but also other cultures, other political systems, and other economies. Today science provides a major force for economic development, progress in health, and the defense of the nation. Scientific achievements helped to put America in the center of the world arena, but further scientific progress will be necessary to keep her there. Here, too, the university plays a central role.

The demands of our complex urban economy for professionals and specialists of all kinds also have served to change and greatly enlarge the universities. A developing economy needs graduates of the university. Our cultural development is keyed to the university in many ways—in art, in recreation, in philosophy and religion. From the point of view of the individual in a highly organized and complex life, a

university education is increasingly a necessity for effective participation in a democracy and for ability to earn a living.

American universities vary in their programs and responsibilities according to whether they are private or public. The public state university, serving directly the state which establishes it, should be examined in its setting within the state and in its relation to the citizens of the state and the needs, problems, and resources of the state.

As a state institution of Florida, the Florida State University's opportunities and responsibilities are made more complicated—and more exciting—by the very dynamics of this great State. Although it became a state in 1845, Florida's great development has been essentially a twentieth century phenomenon, and the rate of growth has been sharpest in the fifteen years since the Florida State College for Women was made a university. This is a state with many problems, with internal inconsistencies and contradictions—with stability and maturity yet to be achieved.

Teaching large numbers of Florida's youth and adults is a first obligation of this University. The State's population is now more than five million; some 78,000 persons are actually enrolled in the colleges and universities of the State. By 1975 enrollment is expected to reach 220,000. But instruction is only one of the ways of meeting the needs of the State and of moving toward a solution of some of its problems.

A second requirement of a state university is that its research and service programs give special attention to needs within the state. For example, a state university should stimulate the economic growth and development of the state. Florida's economy has produced for its people the highest per capita income in the South; nevertheless, Florida's national per capita income rank is thirtieth. University research is a critical component in the improvement of the state's position as a more diversified and stable economic base is developed.

Research and service programs directed at various aspects of Florida's economy are firmly established at the state uni-

versities. On the other hand, there are other problems in the State on which the universities have hardly begun to work. An illustration is Florida's urbanism. The state's population is predominately urban, and yet cities and their suburbs are new and still growing. State universities should help to guide such growth, but there is not in the State a single center for training specialists in city planning and urban problems.

It is the research, service, and graduate programs of a university that the public knows least about. Florida State University's own survey of its publics, as well as national studies, shows that the general public has little understanding of the breadth and scope of the functions performed by a modern university. Although the public may know that the university teaches undergraduates, it hardly comprehends these other aspects of university work. Nor does the public understand that in order to be an effective state university and serve the state well, the state institution must also be a good national university.

Up to the present, Floridians have been able to compare their universities favorably with those of other southern states, but the Florida universities have not measured up in relation to national standards. The Florida State University faculty and administration endorse the Southern Regional Education Board's statement of goals for southern education which deplores this sectional orientation. Today a university that does not draw its faculty nationwide, that does not participate in research on national and international problems as well as on local and state problems, that does not provide its students with a knowledge of foreign areas, or that does not give its students first-class scientific training has failed its state.

Conversely, the state which does not provide for its state university the necessary funds and freedom from restrictive political and administrative controls has limited its educational development and, in the long run, the state's own economic and social development.

Florida State University is a part of a statewide system of higher education. It has a special responsibility in that

system. Florida State University shares the responsibility for advanced graduate work and research with the University of Florida. It shares the responsibility for providing undergraduate education with the University of Florida, the junior colleges, and the other institutions of higher learning both public and private.

Florida State University has developed certain professional areas: music, library science, home economics, social work, engineering science. The University of Florida has developed others: medicine, pharmacy, forestry, agriculture, law, engineering. Both universities have developed professional programs in areas where there is a great demand in the State such as education, business, and nursing. Both have developed strong programs at the doctoral level in natural sciences, social sciences, arts and humanities. There is need to develop and expand these basic arts and sciences programs even more in the future, since they are so closely linked with the State's development. Highly specialized programs with small enrollments probably will be needed in the foreseeable future at only one or the other of the two senior universities.

An effective state "system" of higher education implies not only a sensitivity of all institutions to the needs within the State but also a definition of the responsibilities and specialization of each institution in the system—and a flexible plan which can be adapted to meet rapidly changing needs in a dynamic state like Florida. Duplication is desirable where it is necessary to meet needs, undesirable where it spreads resources too thinly to permit the development of quality institutions.

In the following pages are outlined goals and recommendations for strengthening Florida State University so that it can be even more effective in serving the people of Florida and the United States. If the recommendations are followed, Florida State University will become one of the distinguished universities of the nation and will be in the future an even greater force for the development of the citizens of Florida and their State.

THE GOALS OF THE FLORIDA STATE UNIVERSITY

The major purpose of the Florida State University is to establish an intellectual climate in which students develop respect for truth and excitement in discovery. Recognizing this, the University must provide opportunity for inquiry and creative activity and must offer such instruction as will enable its students to become leaders in their chosen fields and in the public service. Recognizing further its responsibility to serve the people of the State, the University must provide new knowledge useful for economic improvement, political enlightenment, and cultural development.

The Florida State University must maintain a standard of scholarship which will attract to it students, teachers, and research scholars not only of Florida but also from other parts of the country and from other nations of the world. It should transmit the heritage of learning and extend present frontiers through the creative efforts of its students and its faculty. In this atmosphere of research and inquiry students will develop creative insight, critical judgment, and skills which are necessary to the fullest development of their potential as individuals and as members of society.

As a senior member in Florida's system of public higher education, the University is especially concerned with its continuing development as a primary center of advanced professional and graduate studies. It should engage in bold exploration to extend the edge of knowledge through discovery and through search for yet undisclosed relationships among traditional disciplines.

If the University is to attract properly prepared students who are determined to profit from their education, it must retain a superior teaching faculty who are themselves engaged in original research and creative work. The faculty must lead students in a zeal for new historical and cultural insight, new scientific discovery, new works of art, and new professional competence; must teach them to understand their present environment through analytical observation and critical examination of the past; and must guide them to develop sound judgment of fact and value, sensitive social conscience, as well as respect for truth.

Such education of students is the chief concern of the University. The whole citizenry, however, should share in its benefits. **Therefore, the University should continue to develop as a research and fine arts center and extend its program of public information and service throughout the State.**

It is incumbent upon the Florida State University to define now its scope for the years immediately ahead. Concurrent with the development of an extensive junior college program in the State, the Florida State University should limit its lower division enrollment to students of superior ability and should provide for them rigorous training in the basic disciplines sufficiently challenging and stimulating to encourage them to

pursue advanced undergraduate and graduate studies in their chosen fields. For these students and for the adequately prepared junior college students who transfer to this institution the University must provide advanced undergraduate work in the arts and sciences and in certain of the professions of such quality as will prepare them for easy transition to graduate study as well as for professional careers. In order to supply the almost insatiable demand for highly trained, broadly educated specialists, the University must strengthen and expand its graduate work until at this level it attains a program of unquestioned excellence.

Within this framework the Florida State University should concentrate its efforts on enhancement and expansion in three broad categories. First, in the basic disciplines of the arts and sciences, the University must strengthen its existing undergraduate and graduate programs and inaugurate new doctoral programs as rapidly as is consistent with need and high quality. Second, in the professional fields which the Board of Control has designated as special responsibilities of this University (music, library science, social welfare, home economics), graduate study must be expanded and strengthened. At the same time the University must extend its graduate offerings to the doctorate in business, additional fields of teacher education, and in other areas as needs become apparent. Third, and perhaps most important, the Florida State University must marshall its resources rapidly and efficiently to exploit new interests, new approaches, new breakthroughs. New research institutes such as International Affairs, new departments such as Oceanography, new interdisciplinary programs such as Studies in Linguistics are examples of needs which have been and will continue to be precipitated by shifting emphases in our rapidly changing society.

A University working within this framework cannot become shackled by imposed regimentation if it is to fulfill its role as an outstanding center for undergraduate and advanced study. Only by imaginative thinking and dynamic action can Florida State University assume leadership and command the respect of the State and nation which support it.

THE STUDENTS

A major goal of the University is to establish an appropriate environment for the intellectual development of its students. To provide such an environment, the University must consider the composition of the student body projected for the next decade.

This projection indicates that by the fall trimester of 1970 the University will have in residence about 15,000 students, of whom 11,000 will be undergraduates. Since the state-supported junior colleges will provide much of the undergraduate education at the lower level, the projected number of freshmen and sophomores for this University in 1970 is 4,000—about 300 fewer than at present.

As a senior member of Florida's system of higher education, the University expects its upper level enrollment to be much higher in 1970, about double the current figure of 3,650 juniors and seniors.

While the undergraduate enrollment reflects the goal of the University to promote the economic improvement, political enlightenment, and cultural development of the State, at the graduate level the University will seek to serve not only the State, but also the region, the nation, and the world by attracting from all quarters of the globe some 4,000 superior students for advanced study. Such wide recruitment is the general practice among the better graduate schools.

The projection of enrollment for the fall of 1970 also indicates that 29.6 per cent of the student body will be married and that the overall ratio of men to women will be three to two, although the latter proportion will vary from level to level.

As the University looks ahead to 1970, it should plan to provide housing for 40 per cent of the married students, 60 per cent of the single men students, and 90 per cent of the single women students. These percentages are consistent with national averages and are consonant with the kind of institution the University seeks to be.

Admissions

The University should raise freshman admission requirements and select only those applicants best able to benefit from study here. After the Board of Control, with advice from the System-Wide Committee on Admissions, has determined a floor for admissions, each institution should formulate the admissions policy best suited to its own needs. Instead of relying solely on test scores and minimum high-school grade averages, this University should broaden its bases for selection to include other qualities as well as intellectual excellence. The University should exercise the same discrimination in selecting upper-level, transfer students with superior abilities, emotional balance, and the motivation to pursue with distinction advanced undergraduate and graduate study. The senior institutions of Florida should continue to determine requirements for the admission of graduate students, with the faculty of the area in which the applicant proposes to study making a final check of the applicant's overall qualifications.

Student Services

Building upon the foundation of an excellent women's college, Florida State University has retained a concern for the welfare of the individual student and a sensitivity to those elements in the educative process which develop character and moral fiber as well as those which stimulate intellectual growth. The University will continue to maintain the highest standards of moral and intellectual excellence.

The Division of Student Welfare, through its various departments and services, seeks to extend its educational program into all areas of the student's life so that the whole of his experience at the University may be rich and meaningful. The Division attempts to help the student think through the basic decisions which he must make about vocational goals, values, and personal standards.

These activities are carried out at present through the following agencies: Academic Counseling, Foreign Students

Counseling and Services, Reading Services, Speech and Hearing Clinics, Vocational Counseling, Financial Aid Services, Personal-Social Counseling, University Health Services, Marriage and Family Counseling Services, the office of the University Chaplain, and Placement Services.

As enrollment increases by 50 per cent by 1970 and as the intellectual level of the student body changes, the specific types and nature of student services will need to be examined periodically in the light of the changing nature of the student body.

Such flexibility in the program of student services through these years of rapid development and evolution is only a partial solution to problems which may be created by expansion of the University. Both faculty and administration must show continuing concern that the institution not lose in its growth those hallmarks that gave it character as a smaller institution. The faculty must ever be alert to its potential and responsibility for assisting in the development of the students, both in and out of the classroom. Ways must be sought to provide ample opportunity for personal and social contacts between faculty and student groups. Serious consideration should be given to construction of small dormitories or organization of informal living units within large residence halls to assist the student in maintaining his identity. The faculty will need to place greater emphasis on the development and support of informal student-faculty contacts within the academic divisions and departments.

The student body of 1970 will reflect a higher degree of intellectual selectivity and an increased level of maturity. To meet the needs of these students there must be continuing appraisal of university-sponsored social, recreational, and non-academic activities to insure that they contribute to the cultural development of the students. In addition to providing appropriate reading and listening rooms, record libraries, art exhibits, visiting lecturers, concert artists, orchestras, choruses and theater groups, the University should expand and strengthen the Artists' Series. Dormitories should become centers for student-sponsored intellectual and cultural activities.

THE PROGRAM

Introduction

Dedicated both to transmitting the cultural and intellectual heritage and to opening new frontiers of knowledge, a university serves a stabilizing and at the same time a pioneering function as a civilization progresses. Therefore, though guidelines can be established from the experience of the past, bold and imaginative planning and flexibility within a framework of excellence are requisites if a university is to meet a future that is inevitably uncertain. In all of its program planning the Florida State University recognizes that the needs of Florida are the principal criterion, but it must take account, too, of the needs of its region, the nation, and the world.

Recommendations

In its programs of instruction, research, and service, the University accepts a two-fold commitment: (1) to carry out present responsibilities with increasing effectiveness and (2) to effect necessary modifications and expansion as needs warrant. To further these ends, the following recommendations are made.

■ **RECOMMENDATION 1: The following four degree-granting schools, now in operation at the Florida State University, should be expanded as necessary to fulfill the obligations of the entire State University System in providing for the professional needs of the State: School of Home Economics, Library School, School of Music, School of Social Welfare.**

Each of these schools is at present the only one of its type within the university system of the State. Demands for graduates in these four fields indicate that each of these schools will increase in enrollment and will require expansion, but needs of the State in each of these areas can be met within the fore-

seeable future by single schools. Although the enrollment in each of these schools is substantial in comparison with similar schools elsewhere, each is a relatively small division of the University. The School of Music and the School of Home Economics now offer programs through the doctoral level. Doctoral programs are also needed in the School of Social Welfare and the Library School.

■ **RECOMMENDATION 2: There is need within the State University System for more than one school or college of the following types: College of Arts and Sciences, School of Business, School of Education, School of Nursing, College of Law, Graduate School.**

All of these divisions, except a college of law, are now in operation at the Florida State University as well as at one or more other state-supported institutions. Each university needs at its center, of course, a strong college of arts and sciences. Demands within and without the State for public school teachers, nurses, and educated business and industrial personnel make obvious the need for more than single schools of business, education, and nursing within the university system. Each university which offers graduate instruction, especially at the doctoral level, requires a graduate school.

Only one state-supported college of law for white students now exists. The recommendation that a second be established at Florida State University in the late 1960's is based on two major premises: (1) because of the rapid growth of population in Florida and the consequent demand for more lawyers and legally-trained personnel, there will be need shortly for another state-supported law program; (2) Tallahassee, as the center of state legislative and judicial activity and the site of the state law libraries, is a natural location for a college of law. The University already maintains an excellent pre-law program as well as appropriate graduate-level supporting programs in the social sciences.

■ **RECOMMENDATION 3. Most programs maintained or to be established at the Florida State University should**

be developed to the highest terminal level appropriate to the field. This will mean extension to the doctoral level and post-doctoral level in a number of departments and interdisciplinary areas. Extension to the doctoral level should be given early attention, for example, in Economics, Philosophy, Engineering Science, Art Education, Special Education, Social Welfare, Librarianship, and Business Administration.

With the extensive development of junior colleges in Florida, the universities are turning increasing attention to upper-level undergraduate and graduate instruction. The two senior universities should be charged with the major responsibility for graduate education and the sole responsibility for doctoral programs. For a few programs at the Florida State University the appropriate terminal point is the baccalaureate or the master's degree. Many of the programs, however, should terminate with the doctoral degree if the University is to fulfill its obligation in developing new knowledge and in providing leadership in cultural, intellectual, and public affairs.

A number of doctoral programs are now offered at the University, but there is a need for others in a variety of fields, and undoubtedly still other needs will become apparent in the future. The University has provided leadership in developing the concept of engineering science and shortly will be ready to respond to the need for a doctoral program in this field. With an outstanding faculty in theoretical economics, the Department of Economics is ready to establish a doctoral program to help in providing trained economic leadership badly needed in the rapidly expanding economy of the State and nation. The changing and expanding economic and industrial scene explains the need, too, for a doctorate in business administration which the School of Business proposes to inaugurate within the next few years. If the University is to emphasize graduate work in liberal arts, a doctoral program in philosophy, a core area, is essential. High-level scholarship and leadership in teacher education are required in a number of specialized areas, two of which are art education and special education to which the

doctoral program should be extended immediately. Enrollment in art education and special education—which is concerned both with exceptionally gifted children and those handicapped mentally or physically—is already substantial at the master's-degree level. The need for doctoral programs in social welfare and librarianship was noted earlier.

Of course, the specific areas just cited are only examples of those in which the doctoral degree is an appropriate terminal point and in which there is an immediate need. The University must be ready to extend any of its programs to the doctoral level when needs are apparent, the faculty is qualified, and the proper resources are accessible.

Though the doctoral degree is the highest formal academic recognition, the doctoral level may not be the highest appropriate level of study. The University is already conducting post-doctoral level work in several areas, a necessity since knowledge is constantly increasing. In the future, however, post-doctoral work will need to be substantially expanded.

Obviously, an increased emphasis on graduate education will mean that a greater proportion of faculty time will be given to research in the years ahead. The efforts of some faculty members will be directed primarily or entirely to research and creative activity.

■ **RECOMMENDATION 4: New types of graduate programs should be established in some areas.**

To meet new demands for persons with graduate training, the University has found it necessary to consider new patterns in graduate education. For example, the interdivisional master's-degree program for the preparation of junior college teachers was established in order to provide faculty for the State's junior colleges. Further innovations at the master's-degree level are needed, an important one of which is the three-year program beginning at the junior year and leading to the master's degree. Representing a recognition of the need to identify early those students who have the ability to pursue graduate work success-

fully, this new type of program is especially important to those professional fields such as teaching, in which the standard practitioner's degree may soon become the master's degree, or nursing, where it is the current requirement for leadership positions. A graduate program presently needed is that leading to the Master of Fine Arts Degree. The faculty for this program is available already, and the establishment of a Fine Arts Center on the campus will furnish the necessary physical facilities.

Another departure from traditional graduate programs is represented in the doctorate which prepares the candidate primarily for teaching rather than research. The University recognizes a need to develop several such programs.

■ **RECOMMENDATION 5: New departments or interdisciplinary programs, both undergraduate and graduate, should be established as needs demand. For example, there is need for interdisciplinary programs in Asian Studies, Oceanography, Space Science, City and Regional Planning, and Actuarial Science.**

Unquestionably, the future will demand, as the past has, a constant scrutiny of the departmental organization of the schools and colleges in the University. It may be necessary to combine, reorganize, and eliminate departments; certainly new departments will be needed.

Regardless of the departmental organization of any division, however, there will be a constant need for interdisciplinary action. The interdisciplinary concept has become increasingly important in university education. Knowledge and scholarship, and the academic organization necessary to further them, often cannot be departmentalized, as the Florida State University has long recognized. Interdisciplinary effort, formally and informally organized, has been carried on in a number of areas such as social science, molecular biophysics, and humanities. The University recognizes the need to expand interdisciplinary activity, at both undergraduate and graduate levels. in order to offer effective programs in crucial areas.

For example, almost any daily newspaper illustrates the need for concern with the field of Asian Studies, in which the departments of government, history, geography, economics, modern languages, anthropology, art, and possibly others, will participate. The University is now ready to offer a program which will lead to competence in the linguistic, social, political, economic, and cultural fields related to Asian affairs.

Situated as it is near the Gulf of Mexico, the University is in a natural position to develop an instructional program in oceanography. The foundations of such a program already exist in the Oceanographic Institute with which the departments of geology, meteorology, physics, chemistry, and biology have worked closely.

The dramatic operations at Cape Canaveral have made Florida an international hub of space science. Already recognized for its programs in the sciences, the University recognizes the probable need to develop an interdisciplinary instructional program in space science to supplement the present work in the various departments of science and in the recently-established Institute for Space Biosciences.

The swift growth and development of Florida has made clear the need for city and regional planning and for the trained leadership to carry out a program in this area. Thus, the need for graduate-level training in this field through an interdisciplinary program solidly based in the social sciences is immediate and pressing.

Insurance has become a vital part of American society, interwoven in a matrix of social and economic factors. Florida has a significant role in the nation's insurance industry. Programs in actuarial science represent an example of a demand which a constantly developing society places on higher education. The Florida State University recognizes in this field a responsibility which again must be interdisciplinary. The basic components for an interdisciplinary program in actuarial science already exist in the School of Business and the departments of mathematics, statistics, and economics.

Again, the specific programs discussed here are cited only as examples. The undergirding principle is that flexibility in viewing departmental structure and commitment to an interdisciplinary approach are necessary. The ability to keep abreast of needs through high-level interdisciplinary programs will be a major test of any university in the future.

■ **RECOMMENDATION 6: New institutes to further interdisciplinary goals in research and creative activity will be needed from time to time. One, an Institute of International Affairs, should be established immediately.**

Six institutes are already maintained at the Florida State University: Oceanographic Institute, Institute of Governmental Research, Institute of Human Development, Institute of Molecular Biophysics, Institute of Social Research, Institute for Space Biosciences. These institutes, essentially research-oriented, have provided exciting possibilities for new discoveries, thus attracting substantial financial support from outside the State and greatly strengthening instruction and research at both undergraduate and graduate levels. The institutes play an especially important role in making possible more effective interdisciplinary research. Such institutes contribute to the knowledge base of the professions and provide the medium through which theoretical models may be developed that connect science and professional practices. Naturally research activity within the various departments is essential, but needs for interdisciplinary action undoubtedly will suggest the establishment of additional institutes from time to time. These interdisciplinary institutes should have advisory boards representative of relevant disciplines and professional fields; joint staff appointments involving institutes and appropriate departments and professional schools should be encouraged.

There is a clear need at present for an Institute of International Affairs. The crucial importance of international affairs for the nation and for Florida is obvious. Of course, the University long has maintained programs embracing Western civilization, but it is important that the total program be ex-

panded to treat more fully the cultures of the world. The pressing need for a program in Asian Studies has already been cited. The proximity to Latin America gives Florida a special interest in that area for both political and commercial reasons. In its departments of government, economics, geography, history, and modern languages the University has laid the basis for an Institute of International Affairs.

■ **RECOMMENDATION 7: The University should give further attention to the improvement of instruction. This will involve study of techniques of teaching and patterns of faculty-student contact.**

The effectiveness of its teaching, of course, is a primary test of a university's success. Recognizing the constant necessity for improving techniques and organization of instruction, the Florida State University is experimenting with new teaching methods and more effective ways of scheduling activities of students and faculty members, and will accelerate this experimentation. Instruction by television is offered in a number of undergraduate courses, with eighteen classrooms already equipped for televiewing. Preliminary studies show that achievement in courses taught by television does not differ significantly from that in regular sections. Several departments are studying the possibilities of using "programmed," or self-teaching, materials which are now becoming available. "Teaching machines" may be practicable in some fields. The scheduling of students in large lecture sections, conducted by a senior staff member, followed by small-group discussion sections conducted by junior staff members or graduate assistants may be practiced more widely. The use of faculty teams in some courses offers opportunities for more effective use of faculty talent.

Since many sections of elementary courses must be taught by graduate assistants, it is important that the various departments give increasingly careful attention to the selection of advanced graduate students for teaching assignments and provide careful supervision by competent senior faculty members.

The results of a recent questionnaire showed that students rate highly the instruction given at the University. Yet as the University grows in size, concern for the quality of classroom teaching becomes more and more pertinent.

■ **RECOMMENDATION 8: A System-Wide Florida University Press should be established. Such a Press should have a governing board representative of the faculties of the several State universities and responsible to the Board of Control through the Council of Presidents. If such an operation is found not to be feasible, a Florida State University Press should be established.**

The importance of the university press has been made clear in the history of higher education. A university press stimulates research and scholarship by giving their results wide dissemination and recognition. Without a university press many potentially significant manuscripts remain unpublished and lost to humanity since the economics of commercial publishing obviate publication of many scholarly works addressed to a limited audience. As research and creative activity accelerate within the Florida State University, the flow of scholarly publications will increase, accentuating the need for a press.

The Florida State University now maintains a modest publishing program through the Florida State University Studies, from which two or three publications have resulted each year. However, this operation falls far short of that of a university press.

There are two alternatives for meeting the need for a university press at the Florida State University: (1) a system-wide press, serving all state universities; (2) an independent Florida State University Press. This University favors the first of these alternatives, but only if the system-wide press is governed by a board representing the faculties of all the state universities and is responsible to the Board of Control through the Council of Presidents of the University System. Mere access to the present University of Florida Press by the Florida State University

faculty is not satisfactory. Presumably faculties from any university in the nation have the same access. Proper prestige and stimulation of scholarly publication by the Florida State University faculty cannot result if the only state university press is governed by another university. A true system-wide press will meet the needs of all the state universities. However, if such an operation is not feasible, an independent Florida State University Press should be established.

■ **RECOMMENDATION 9: The University should underwrite an Artists Series and a Lecture Series of such quality that they enhance the cultural and intellectual life of the campus.**

It is important that young people have an opportunity to enjoy the performance of great artists in music, dance, and drama. The aesthetic experience, the appreciation of fine arts, can be cultivated just as the intellect is disciplined. The providing of co-curricular experiences that will encourage students to reach new and higher cultural levels is a part of the responsibility of a university. It is also important that students have an opportunity to meet distinguished scholars from other universities and other civilizations and that they hear great issues discussed in the public forum by outstanding authorities.

In addition to the university-wide programs, it is highly desirable for the several schools and departments to bring to the campus artists in residence, visiting professors, special lecturers and consultants who will excite the students with different points of view and various approaches to learning in their own disciplines. The natural scientists have made a beginning in this direction; the lecture series in the Department of Government is another step; but this kind of instruction beyond the regular curriculum could develop more intellectual interest and creative scholarship in all areas of the University.

■ **RECOMMENDATION 10: There is need for the further development of programs which are conducted partially abroad or in other areas of the nation.**

No great university is provincial. It functions in a state, a region, a nation, a world. New concepts of distance as well as of scholarly endeavor have extended the boundaries of the campus to encompass the nation and the world. The activities of students and faculty should be planned in this context.

The Florida State University has engaged already, of course, in activities of national and international scope. Students from many states of the nation and many foreign countries, in groups and individually, attend the University. Summer courses for Florida State University students have involved travel and study in Latin America and in other areas of the United States. University faculty members have served as exchange professors and visiting consultants in many universities in the United States and abroad.

The University recognizes the need to make greater use of the nation and the world as its campus. For example, it may be feasible and desirable for students of government to study in residence for a time in Washington, D. C. The "junior year abroad," a plan now in operation in a number of colleges and universities, may become desirable for students in some fields at the Florida State University. Programs in which students of foreign languages and culture study for a time in the appropriate country should be organized.

■ **RECOMMENDATION 11: The Florida State University should actively cooperate with the Florida Institute for Continuing University Studies in furnishing expanded off-campus instruction.**

Over the years the Florida State University has been unusually active in providing off-campus instruction and services as well as refresher-type instruction on the campus. A large number of off-campus credit courses, workshops, and correspondence courses have been conducted each term. Non-credit workshops, institutes, and short courses have been offered both off and on campus. Educational television and radio programs have been provided. Various types of off-campus consultative,

audio-visual, and library services have been made available. The University now maintains two programs at its graduate center at Eglin Air Force Base, one leading to the master's degree in mathematics-physics, the other to the Master of Business Administration degree with an emphasis on research and development.

The establishment of the Florida Institute for Continuing University Studies is a significant step in higher education. The University is prepared to cooperate with the Institute in expanding its off-campus operations, and is ready to participate in the establishment of more off-campus graduate centers when the needs of the State indicate and when conditions are such that high standards can be maintained.

The University's contribution to continuing studies would be greatly enhanced by the establishment on the campus of a Center for Continuing Education. Such a center would provide vitally needed facilities for short courses, workshops, conferences, and similar important activities which cannot be accommodated satisfactorily by the facilities serving the regular program. The University would be pleased if the Florida Institute for Continuing University Studies should wish to share such facilities.

■ **RECOMMENDATION 12: The University must continue to recognize and fulfill its service obligations to the people of Florida.**

The Florida State University long has recognized a threefold function: instruction, research and creative activity, and service. The foregoing recommendations in this section have been addressed primarily to the functions of instruction and research. But a university, especially a state university, must devote a considerable effort to service of an appropriate professional nature. The Florida State University has a distinguished record of service to the State—to industry, to governmental agencies and municipalities, to the public schools, to cultural societies and organizations. In the future, the service obligation will receive continued emphasis at the University.

■ **RECOMMENDATION 13: Divisions of the University, departments, or programs for which there is not a clear need or which are not appropriate to the functions of the University should be eliminated.**

The need for flexibility in planning programs and in viewing the organization of the University has been emphasized in this report. This flexibility as a tool for elimination as well as addition will be needed in the future as it has been needed in the past.

In several instances recently, the University has found it necessary to eliminate departments or schools or to combine them with others. For example, the Department of Institutional Administration in the School of Home Economics was combined with the Department of Food and Nutrition. The former School of Public Administration and the Department of Political Science were combined in the present Department of Government. These changes were made in the interest of more efficient operation.

Recently, too, the two-year program in secretarial science in the School of Business was dropped. This is an example of an action taken with a view to the University's function. There is clearly a need for such a program, but it can now be met more appropriately in junior colleges or some other type of institution.

Concluding Statement

Projecting a university program into the future is fraught with uncertainty. But a university exists to serve the future, near and distant. The Florida State University's dedication to constant mobilization and expansion of resources, human and otherwise, to meet the challenges of the future creates the climate of intellectual excitement without which a university cannot achieve distinction.

RESOURCES FOR ATTAINING THESE GOALS

In order to attain its objectives in an era of swift growth and change, the University must not only make judicious use of its existing resources but also lay careful plans for the orderly development of those added resources necessary to satisfy the expanding needs of the University and the State. The resources of a university are both human and material: (1) a dedicated and competent faculty; (2) a far-sighted group of administrators; (3) a library of size and quality commensurate with university programs; (4) a non-academic staff of high morale and professional competence; (5) student services which can assist in the attainment of the University's objectives outside the classroom; and (6) a physical plant of sufficient size and character to afford classroom, laboratories, equipment, and facilities necessary for instruction, research, and creative activity of high quality. A realistic survey of these resources, in the light of the anticipated demands upon the University by 1970, indicates a number of important needs. These needs, along with specific recommendations, are considered below.

Faculty

The faculty is the single most critical resource of any university. If Florida State University is to achieve the distinction toward which it has so vigorously striven in the past decade, it must have a faculty that is adequate in number to handle increased enrollment and that will be recognized nationally and internationally as one of exceptional competence. Only through the scholarship, the professional leadership, and the inspiration of such a faculty can Florida State University realize its high aims for itself and the State of Florida.

While staffing of the University faculty has been reasonably successful to date, the prospect for the future is cause for concern. At present, with slightly more than 525 teaching and research members, the faculty is still significantly short of the desired quota according to generally accepted productivity indices. It is estimated that as early as 1965, the University will need a faculty of 830; by 1970 it will need 1100; and these estimates do not assume sabbatical leaves which will become essential with year-round operation. Further, the need for these increases will be felt at a time when all major universities will be experiencing the same extraordinary growth and the shortage of qualified personnel will therefore be critical. The Research Division of the National Education Association anticipates a growing demand for teachers that will culminate in an annual requirement by September 1970 of 35,700 new university, college, and junior college teachers. Yet in the early 60's only 5000 to 6000 new holders of doctorates are entering academic positions each year. "At the moment," this Division report concludes, "the resources are not in sight to provide this enormous expansion of teaching staff." Thus the University must be prepared to encounter the keenest kind of competition for the available personnel. In the effort to anticipate this kind of competition, the following recommendations are made regarding the faculty.

■ **RECOMMENDATION 1: The teaching function of the faculty at Florida State University is and must remain its first priority obligation.**

Teaching is, of course, a primary function of the University faculty. Yet, if teaching is to be effective, faculty time must be made available for research and other scholarly activities.

■ **RECOMMENDATION 2: To enable the University to fulfill its research potential and become a leading graduate institution, more faculty time must be provided for research and creative activity.**

The present budgetary formula, allowing approximately one full-time equivalent research position for each 3.6 full-time equivalent teaching positions, must be revised to implement this recommendation. Indeed, the trimester calendar makes this imperative just to maintain our present position. To compensate for the larger fraction of each week which will be devoted to the classroom function, the ratio must be modified in favor of research positions. Further, these research-time allocations should be more evenly distributed among the various schools and departments.

This recommendation may also be implemented in part by a conservative though more extensive use of funds from contracts and grants for faculty salaries thus providing for regular research positions. Present policies in this matter are considered far too cautious in comparison with practices in other institutions. It is suggested that a contingency fund be created for the purpose of taking better advantage of grant and contract funds. The development of longer term grants and contracts offers another solution. Under no circumstances should research programs which have become virtually self-sustaining through outside grants and contracts have to be curtailed due to short-term lapses in this outside support.

Another possibility in the implementation of this recommendation lies in the use of state funds for the establishment of research or creative positions, especially in areas now limited in the number of such appointments. State support for research and creative activity in the University has not kept pace with other types of support. For the good of the State, as well as for the good of the University and its faculty, this disparity should be corrected. The principal unifying theme in the self-study reports from the various schools and departments of the University is a dedicated commitment to the pursuit of truth through research, scholarship, and creative activity. This dedication must be supported.

■ **RECOMMENDATION 3: The Board of Control and the State government should recognize the false economy of**

current limitations on the clerical, administrative, and subprofessional assistants available to the faculty.

If productivity is to be increased, the faculty must have greater freedom from the burden of routine clerical and subprofessional duties, for too often University faculty members are forced to perform such duties for themselves and are thus thwarted in the best performance of their primary duties. Reasonable provision for assistance of this sort is one of the cheapest means of procuring true productivity from a university faculty.

■ **RECOMMENDATION 4: The productivity index in current use should be amended to give more recognition to productivity in student counseling, service on graduate student committees, and other essential extra-classroom functions. Graduate faculty members, in particular, must be given additional consideration.**

It is the consensus of many reports from the various schools and departments of the University that counseling duties, service on committees of graduate students, and other extra-classroom duties, such as the direction of plays and operas, are inadequately recognized by the present productivity formula. These duties are furthermore bound to increase for several reasons: the acceleration inherent in the trimester system, the increase in transfer students who will go into upper level courses, and the growth of the Graduate School. Consequently it is imperative that the productivity formula be amended to recognize these essential faculty functions.

■ **RECOMMENDATION 5: There should be in operation, not later than 1965, a program of sabbatical leaves at full pay for approved research, scholarship, and creative activity.**

The approach of trimester operation presents a problem in maintaining faculty vigor. Protracted periods of unremitting duty of the kind demanded in teaching will inevitably sap the

freshness and intellectual stamina of the faculty. Practical means must be found for recreating energy and enthusiasm for teaching, as well as for research, scholarship, and creative activity. Thus, some form of sabbatical leave becomes an absolute necessity.

■ **RECOMMENDATION 6: A rigid policy that arbitrarily specifies the proportion of positions in the various academic ranks makes for unsatisfactory progress in maintaining and upgrading University programs and should be avoided.**

As the University in the future provides more emphasis on upper division and graduate work, a larger proportion of its faculty may be needed in the upper ranks to retain faculty with established reputations and to fill key positions with experienced outsiders.

Among the twenty universities with which this institution is frequently compared, more of the faculty are found in the upper two ranks than at the Florida State University and the proportions vary widely. Flexibility in faculty rank proportions is necessary if the University is to achieve distinction; and this can be achieved within requirements of reasonable rank ratios.

■ **RECOMMENDATION 7: The University should be enabled to achieve competitive salaries in a period of rapid growth and faculty shortage; the current flexible policy in regard to salary schedules must be maintained.**

As indicated in earlier discussion of the faculty, there is already a seller's market for faculty personnel in the United States. The University must consequently expect the keenest kind of competition for men and women who are well qualified. This situation will demand a flexible salary policy. It will require that the University keep up with or improve upon the 5 to 7 per cent average annual increments that have been offered during the past five years in public institutions with enrollments in excess of 10,000 students. It will demand further

that our salary levels be sufficiently above those of universities still on the semester system to compensate adequately for the additional work required by ten-month contracts under the trimester system.

■ **RECOMMENDATION 8: Faculty salaries and promotions should continue to be based upon merit and value to the University. Continuous improvement should be sought in the identification and evaluation of accomplishment.**

Good faculty morale depends upon the recognition and the reward of merit, whether it is displayed in teaching, research, scholarship, creative activity, counseling, administration, or other capacity. Thus salary increments and promotions in rank should be a significant instrument in the motivation of the greatest possible professional growth among the faculty.

■ **RECOMMENDATION 9: Adequate travel funds should be available for faculty members to maintain professional contacts and to learn of latest developments in their respective disciplines through attendance of at least one major professional meeting each year.**

The professional growth of a university faculty is dependent upon faculty acceptance of the responsibility to keep qualified and up to date in the various academic fields. It is thus a responsibility of the Florida State University also to make this professional growth possible. Lack of funds for travel to professional meetings severely hampers many faculty members in keeping abreast of developments in their fields. Aside from contract funds, which assist only fortunate segments of the faculty, University funds appear to provide less than fifty dollars per faculty member per year for professional travel. This is grossly inadequate.

■ **RECOMMENDATION 10: Salaries for twelve-month professional and administrative personnel should immediately be adjusted to bring such salaries in line with those of regular faculty members.**

The average monthly salary of faculty members and administrators employed on a twelve-month contract now compares unfavorably with the average monthly salary of faculty members having equal competence but employed on a ten-months basis. Persons carrying faculty rank employed in the Library and the Division of Student Welfare are also adversely affected. It is simple justice to reward equivalent service with equivalent salary regardless of the nature of the individual's contract with the University.

■ **RECOMMENDATION 11: In order to improve the capacity of the University to compete for new faculty and to retain existing faculty, a variety of fringe benefits should be made available, such as low-cost housing for new faculty, low-interest mortgage loans, free tuition for members of faculty families, and Social Security coverage.**

The committee appointed to study the Florida State University faculty reports that the University provides its faculty with little in the way of fringe benefits, as these are commonly and properly understood. It noted termination and emergency benefits through the Florida Teachers Retirement System, Group Life Insurance, Major Medical and Disability Insurance, Blue Cross and Blue Shield. But most of these are in no sense fringe benefits because their full cost is borne by the individual faculty member. The above recommendations for fringe benefits could be provided at relatively little cost to the State—a cost that would be more than offset by increased faculty satisfaction and thus faculty retention. Certainly, faculty privileges and fringe benefits should be at a level not less than that of comparable universities and should be subject to continued review and improvement.

■ **RECOMMENDATION 12: Freedom of thought, inquiry, and expression must be fostered and preserved as an unassailable prerogative of a University faculty.**

A state university is often subjected to pressure that would limit the free expression of views and unhampered investiga-

tion into areas disagreeable to highly vocal pressure groups. An institution succumbing to such pressure becomes a mere tool for maintaining the status quo. A great university can never abrogate its obligation to develop new ideas, to penetrate new frontiers of knowledge, and to create the kind of challenging intellectual climate which provides the best milieu for orderly growth and change.

Organization and Administration

In general the University has a workable pattern of organization and administration. Clear lines of authority and responsibility are delineated, and clear-cut organization by function is observed. Administrative practices are good, and the administration seems to understand its role, which is primarily to facilitate the main purpose of all academic life—the learning process. Further it is felt that the individuals filling the major posts in the University are providing firm and creative leadership. As a consequence, the Florida State University administration has remained vigorously sensitive to the changing needs of a developing university in a state that is, itself, undergoing a revolution in its culture and its economy.

Several internal problems still require administrative attention. For example, some self-study reports have expressed concern about the organization of the Division of Basic Studies; others feel that attention must be given to the quality of instruction and advisement provided for students enrolled in this Division. Another problem requiring the attention of the administration involves the student personnel program: means need to be considered as to how best to bring this program into a closer relationship with the instructional programs of the University. Continuing attention should also be given to the possibility of administrative arrangements which would organize related instructional areas into interdisciplinary programs, institutes, or possible schools. Consideration should be given to an organization which would allow the student, from the time

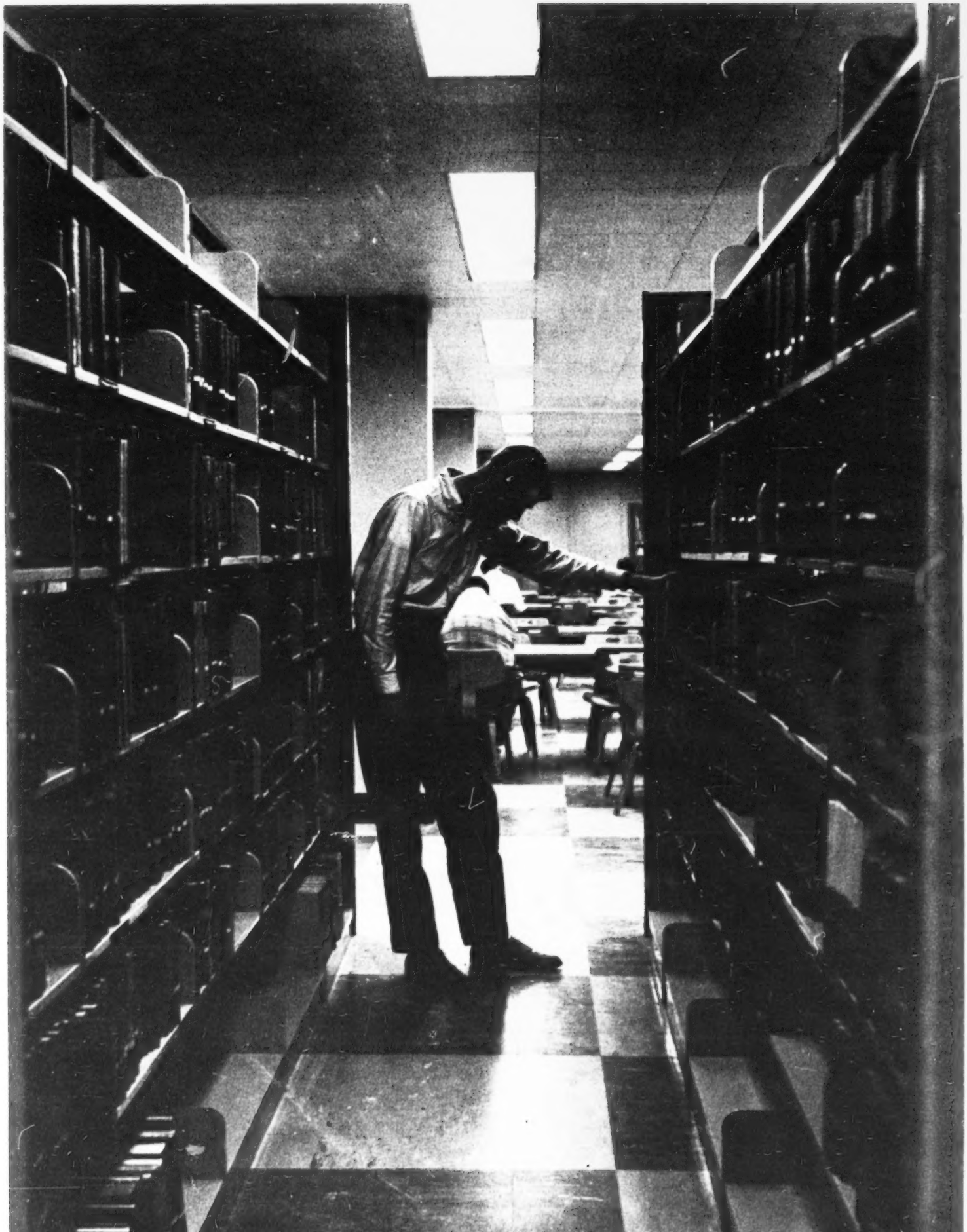
he declares a major at the junior level, to remain in the same administrative unit until the completion of a graduate or professional program.

Increasing emphasis upon graduate instruction suggest the desirability of re-examining the administration of the Graduate School which at present is not included within the constitutional framework that governs all other schools in the University. It is, for example, important to reconsider the relationship of the graduate faculty, the faculties of the several schools, and the faculty of the Division of Basic Studies in such matters as appointments, tenure, promotions, teaching and research assignments.

■ **RECOMMENDATION 13: The Government of Florida and the Board of Control should support the principle of internal autonomy with responsibility, as laid down in the bylaws of the Board of Control, vesting internal control of the University with its President and officers.**

Regarding organization and administration, the only serious concern to emerge from the self-study reports is essentially an external one. Here, grave concern has been expressed over increased governmental control over appropriated funds and increased interference in internal University policy. Florida State University is, of course, a state agency, and there is no question regarding the responsibility of the Legislature to decide on general aims and to determine the level of state financial support. Similarly, the responsibility of the Board of Control in determining the role and scope of the University and in outlining its policies is clear. It must be remembered, however, that a university by its very nature is quite different from other state agencies: it is different in its organization, in its objectives, in its ultimate responsibilities, and in its modes of operation.

In order to serve its vital functions it is essential that the University be given maximum possible autonomy within the range of policies established by the Board of Control and the State Board of Education. This principle of internal autonomy



with responsibility has yielded far-reaching benefits among the great public universities of the nation which enjoy constitutional status, e.g., the University of Michigan, the University of Minnesota, the University of California, and others.

Library

A good library is the heart of a good university. No other physical resource affects the academic potential of the faculty and the students more than the library. Practically every phase of university life is affected by the facilities and services offered by the library. It is an absolute necessity for quality instruction, and its excellence is a major factor considered by prospective faculty and students, particularly on the graduate level, who will become a part of the Florida State University in the future. Finally, the quality of research is directly determined by the strength of the university library.

At present the Florida State University Library is far below the size and quality necessary to serve adequately the graduate and research programs planned for the University. In fact, the Association of Research Libraries does not recognize this Library as a research library. To be eligible for membership in this association, the Library must be strengthened in many ways. For example, there are now forty-two members of the Association of Research Libraries and twenty-five of these member libraries have over a million volumes each, while the Florida State University Library has only a few more than 500,000 volumes. Only one member of the Association has fewer volumes. Only two members receive fewer current scholarly and research periodicals.

It is equally revealing to compare this Library with those in the twenty institutions selected by the Board of Control for faculty salary comparisons. Here again the inadequacy of the holdings of the Florida State University Library is most apparent, for all of the libraries of these twenty institutions have more volumes than this Library, and all of them spend more

annually on the purchase of books. For 1960-61, the range was $810,311—from $966,437 down to the $156,126 spent by the Florida State University Library.

The average library expenditure per student at these twenty institutions for 1960-61 was $71. The FSU expenditure per student for the same year was only $56.

■ **RECOMMENDATION 14: Financial support of the Florida State University Library must be greatly increased.**

Though funds devoted to the Library have increased appreciably in recent years, they are still grossly inadequate for the research, creative activity, and graduate education of a major university. To be specific, the American Library Association recommends that the library budget be determined in relation to the total budget of the institution for educational and general purposes, and that as a minimum it should be 5 per cent of the total educational and general budget. The percentage must be higher if the library's holdings are seriously deficient; if there is rapid expansion in student population or course offerings; or if the institution has a wide range of students at the graduate level.

In addition to expanded graduate offerings many departments of the University hope to increase research activities. It is most important, therefore, that Florida State University Library holdings be developed early and at least concurrently with this venture into new graduate and research programs. The Library staff has made a study of gaps and weaknesses and finds that in order to bring the collection up to where it should be at the present time, the Library needs a minimum of $3,000,000 immediately. And additional book funds should become available for each new graduate program.

■ **RECOMMENDATION 15: By 1967 space in the Library should be enlarged to at least twice its present capacity.**

The seating capacity of the present building is 1,312 spaces or 32,800 square feet below the standard recommended by the American Library Association for our present enrollment.

Already the stack area is completely filled and there are tens of thousands of books in semi-storage in another building across the campus. Ideally research libraries double their collections every 10 to 15 years.

■ **RECOMMENDATION 16: The number of positions on the Library staff, both professional and non-professional, must be increased to meet and maintain acceptable standards of service.**

The Library staff in 1960-61 consisted of 67 full time positions and 33,454 hours of student assistant employment. Based on the ratio of staff to students in the twenty comparable institutions for the same year, the Florida State University should increase its Library staff to the following levels:

Year	Estimated Enrollment	Staff	Student Assistant Hours
1963	10,971	79.6	48,400
1965	12,105	86.7	52,800
1970	14,841	107.6	65,300

As the ratio for the twenty comparable institutions does not take into consideration the increased work load resulting from the trimester calendar, the above figures are very conservative.

■ **RECOMMENDATION 17: Library staff holding faculty rank should receive all benefits, including salaries, to which that rank entitles them.**

The standards of the Southern Association of Colleges and Secondary Schools state in part:

> In order to insure faculty-library co-operation and a high quality of library service, the librarian and other members of the professional staff should be well qualified aca-

demically, professionally, and personally, and they should have faculty rank, comparable salaries, and privileges.

Professional salaries in the Florida State University Library in September, 1961, compared with average salaries in the twenty comparable institutions as follows:

Position	Per cent FSU salaries were below average of twenty comparable institutions
Director	21.6
Assistant Director	10.7
Department Heads	
High	12.6
Low	16.4
All Other Professional Staff	
High	7.6
Low	5.9

The increased work load resulting from the trimester system will have the effect of placing us further below the average than the above figures indicate, as none of the twenty comparable institutions is on a trimester system.

■ **RECOMMENDATION 18: Increased effort should be made to acquire outstanding gifts of collections and money.**

Many libraries profit greatly from gifts. A full time member of the Library staff who would seek out and obtain valuable collections of books would be a good investment, more than paying for the added expense of his salary.

■ **RECOMMENDATION 19: Modern scientific and technological equipment should be acquired and used whenever such devices will speed up library processes, promote better service, or reduce the cost of library services.**

The application of mechanical and electronic equipment to the solution of certain types of library problems is a matter of great professional interest among librarians. The potential for

better and more economical library service in this approach should be exploited in full.

■ **RECOMMENDATION 20: The Florida State University should establish a Library-Library School Information Retrieval Center to serve Florida industrial, scientific, and cultural research.**

The Library and the Library School are exploring together the feasibility of activating an Information Retrieval Laboratory equipped to undertake literature searching in five areas important to industrial, scientific, and cultural research in Florida: aircraft, meteorology, space-biology, naval countermines, gerontology. To realize this objective, public and private support for the laboratory should be sought. Immediate addition of at least one research person with training in the physical and biological sciences to direct the program and at least five graduate assistants are beginning personnel requirements. Utilization of the University computer and the purchase of specialized electronic equipment such as is used at Western Reserve University would also be desirable. This laboratory would undertake to search the literature on problems currently under investigation by industries and public agencies within the State.

■ **RECOMMENDATION 21: There should be increased cooperation and coordination among the university libraries of the State.**

For some time Florida State University has had an arrangement with the University of Florida for specialization of collections in certain fields. Such arrangements should be increased whenever feasible. Other possibilities are: cooperative ownership and use of "Copy-flo" equipment for reproduction of out-of-print books and journals; divided responsibility for obtaining major foreign newspapers, as well as certain important specialized scholarly and scientific journals; the possible development of regional storage centers; and machine retrieval of research data and bibliographic sources for university and industrial uses.

Student Welfare

Student Welfare at the Florida State University is a division having as its goal the development of the intellectual, emotional, moral, and physical growth of students through avenues not provided in the academic program. Student Welfare through its various services complements and extends the basic academic life of the University in order to develop the student's potential as a person and to equip him for meeting the needs of society, particularly in the State of Florida.

Division personnel are aware of a number of internal problems, such as providing adequate housing and counseling services for large numbers of students, improving and facilitating the work of the registrar's office, and improving communication with students and faculty. The Division is making continuing studies in the search for efficient solutions. One recommendation appears to have pervasive importance and should be focused here.

■ **RECOMMENDATION 22: If the Division of Student Welfare is to continue to perform its functions adequately as enrollment increases, the number of staff positions must be increased.**

Many of the services of the Division of Student Welfare (e.g., admissions, health services, housing, residence and other counseling, financial assistance, placement) multiply in almost direct proportion to the number of students in the University. Adequate standards cannot be maintained unless staff appointments steadily keep pace with increases in the population of the student body.

Physical Plant

Adequate physical plant and facilities to meet the demands of the predicted enrollment of approximately 15,000 students in 1970 are obvious needs. Careful foresight and planning are

essential to the attainment of even the barest level of adequacy. The following recommendations will help attain this goal.

■ **RECOMMENDATION 23: A carefully planned building program geared to present and anticipated needs should be projected and supported. In addition, a systematic program for the renovation of existing structures should be instituted.**

Many new buildings to meet the requirements of expanding and new programs will be needed. As noted earlier space in the Library will have to be greatly enlarged to keep pace with growing student population and academic demands. Dormitories will need to be built to accommodate the influx of new students. Maintenance shops and facilities will require enlarging accordingly.

In addition to providing new buildings, the State should provide for the renovation of much of the existing plant. Many of the old buildings on the campus are no longer adequate for the program into which the University expects to move. Most lack air-conditioning (a necessity under the trimester calendar), some have bad acoustics, some are in a state of disrepair, some are fire hazards, some are archaic and unattractive. These old buildings were constructed to fit the needs of an undergraduate women's college of the early 1900's, not a coeducational university of the late 1900's which will emphasize graduate work. Few, if any, of these old buildings have the appropriate laboratories, seminar rooms, and individual carrels needed for graduate study. These buildings (including Science, History, Psychology, Dodd Hall, and Building "A") need to be completely renovated or replaced to serve the new purposes demanded of them. Westcott Building is obsolete and inadequate to serve as an administration building. It should be substantially rebuilt or replaced.

Projection of building plans into the future becomes more difficult with each succeeding year. Suggestions for ten years hence must, of course, be considered quite tentative. Listed be-

low, however, are the needed new buildings and renovation plans seen as of this time and set forth according to biennia:

(1) 1961-63: Addition to Psychology Building; addition to Nuclear Science Building; Physics Building graduate laboratories; one men's dormitory; Student Union and recreational facilities; infirmary. (Total $3,155,000.)

(2) 1963-65: Child Research Laboratory; coastal facilities for Oceanographic Institute; Physics undergraduate laboratories, classrooms, offices, and lecture auditorium; Social Science Building; Library addition, West Wing; Chemistry graduate laboratories; Chemistry undergraduate laboratories; married student housing units (400); one dormitory for men; two dormitories for women; relocating greenhouse and nursery facilities; renovation of Longmire Building; air conditioning old buildings; campus improvements; utilities renovation and expansion; land acquisition. (Total $19,500,000.)

(3) 1965-67: Home Management practice houses; renovation of Dodd Hall; Fine Arts Building; Engineering Science Building (first section); renovation of Science Building; School of Nursing Building; Biological Sciences Building; renovation of History Building; rebuilding Classroom Building "A"; Science lecture halls; Accelerator addition; married student housing units (300); one dormitory for men; one dormitory for women; Library addition, East Wing; campus improvements; land acquisition. (Total $20,200,000.)

(4) 1967-69: Renovation of Conradi Building for Business School; addition to Tully Gymnasium and Physical Education facilities; Continuing Education Center; addition to Music Building; Auditorium (3500-4000 seats); Space Science Building; Engineering Science Building (second section); Armory; Science Branch Library; married student housing units (300); one dormitory for women; utilities expansion; campus improvement. (Total $16,500,000.)

(5) 1969-71: New Education Building; Law School Building; new Mathematics-Statistics Building; science research

institutes; Social Welfare Building; Library addition, North Wing; married student housing units (300); Food Service Building or renovation of Suwannee Room; utility expansion; campus improvement. (Total $12,000,000.)

(6) 1971-73: Geology Building (including museum); new Administrative Building; married student housing units (300); one dormitory for men; one dormitory for women; campus improvements. (Total $6,000,000.)

■ **RECOMMENDATION 24: A program of acquiring land adjacent to present University holdings should be started forthwith and continued through the next decade.**

What formerly seemed to be a spacious campus has now become a crowded one. The crowding will increase as the program develops. More land is needed. The University should move to obtain the following properties:

a. Certain properties in the "wedge" north of Jefferson Street and west of Woodward Street to the creek.
b. Additional properties bordering the campus on the south side of Jefferson Street and the east side of Copeland Street.
c. Certain properties between Call Street and Tennessee Street from Copeland Street west to Dewey Street.
d. Certain properties north of Tennessee Street and south of Brevard Street, west of Copeland Street and east of Woodward Street. (This property can possibly be obtained at a reasonable price through a program of urban renewal.)
e. The available undeveloped land west of the University School.

In addition much or all of the site of the President's home should be used for academic purposes. Plans for the orderly acquisition of land are included in the biennial lists under Recommendation 23.

RECOMMENDATION 25. Future expansion of the campus should be made according to a master plan, carefully developed and systematically implemented.

Anticipated expansion of grounds and buildings will necessitate careful campus planning. This is no job for amateurs; the best professional help obtainable should be secured. In the late 1940's a small investment in campus planning paid excellent dividends. Careful planning in the hands of highly competent and experienced professional campus planners ought to pay equally great or even greater dividends in the decade ahead. Through careful analysis of space requirements for the projected school enrollments at various levels and in the several departments, the approximate sizes and the general character of the required buildings should be detailed. This will enable revision of the tentative cost figures listed above. Henceforth, every two years this master plan should be studied, revised, and projected further into the future.

Non-Academic Personnel

The non-academic personnel of the University support the academic program by providing services in managerial, maintenance, and operating areas which are essential to efficient attainment of instructional objectives. In order to maintain high quality in its academic program, the Florida State University must have non-academic personnel of high quality and good morale.

RECOMMENDATION 26: In order to attract and retain competent personnel, present salary schedules for non-academic personnel need to be substantially increased without delay.

The basic salary structure for non-academic personnel in the Florida State University is too low and must be expanded. A substantial upgrading in these salaries is needed immediately. Moreover, for career employees merit raises over and beyond the schedule of salaries should be provided. A recent FSU sur-

vey shows that present personnel find the salary factor the least satisfying aspect of their jobs. When salary scales are low, inefficient and poorly prepared personnel tend to predominate. This situation does not save money; it wastes money.

RECOMMENDATION 27: The number of full-time positions will probably need to be doubled within the next decade. Many of these positions should be filled with personnel at a higher level of competency than now characterizes our non-academic staff.

In recent years there has been a sizeable percentage increase in the number of non-academic workers. In spite of this fact, self study committees found all divisions of the University to be significantly under staffed. The increasing complexity projected for the University in the future will inevitably make for an increase in total number of workers needed. Also, because of this increasing complexity, more competent non-academic personnel will be essential.

Concluding Statement

The accomplishments of the Florida State University in the next decade will, of necessity, be dependent upon the extent and quality of its resources. If the people of Florida are generous in supplying financial support, the University will move forward in good spirit and with high resolve to meet the enormous educational challenge of the future. Florida will be assured that its college students, the future leaders of the State, will have had the best educational opportunity available. It will be assured also that new industries and new scientific projects like the present installation at Cape Canaveral, as well as increasing numbers of visitors, will find an intellectually exciting atmosphere within its borders. It will, in short, be assured of moving swiftly and inexorably toward a position as one of the greatest states in the Union. It is in this spirit and with these ultimate goals in mind that we urge that careful consideration be given to the wisest possible use of resources that now exist at the Florida State University and to the provision of those additional resources necessary in the future.

FINANCING THE PROGRAM

Introduction

Outlined in the preceding pages is a forward-looking program to which the Florida State University can commit itself with enthusiasm and dedication and of which the people of Florida can be proud. The emphasis throughout has been upon quality education. The report has made it clear that this institution will not be content merely to achieve first rank locally or regionally. Rather, the University seeks to take its rightful place among the best universities in the nation. It is confident that this is what the people of Florida desire and what they are willing to support.

Of course, the cost of quality education is high, but so is the cost of food, housing, clothing, recreation, legal counsel, and medical care. The people of Florida will find their expenditure for excellent higher education to be an investment yielding high returns in better living and greater wealth.

Planning for the future of the Florida State University and the other institutions of higher education under the Board of Control must be done realistically. However, realistic planning also demands bold and imaginative planning if it is properly based on Florida's past record of growth, its present status, and its prospects for the future.

Florida's rapid growth in population and wealth in the recent past is common knowledge. Its prospects for the future are extremely bright, but their realization depends in large measure upon the boldness with which the State plans and provides educational facilities.

Florida's political leaders have stated time after time that they wish the State to have the best in higher education. Industrial, business, and cultural leaders new to Florida—and those

contemplating moving to Florida—are constantly urging its political and educational leaders to expand and improve the State's educational program. There is considerable evidence that the people of the State are even more eager than its political leaders for excellence in the State's public universities.

According to the 1956 report of the Council for the Study of Higher Education, **Florida's Economy—Trends and Prospects for 1970,** Florida has more than adequate resources with which to support higher education. More recent evidence indicates that prospects for industrial growth in Florida are even brighter than at the time of the 1956 report. The 1956 study estimated Florida's population at 4,083,000 for 1960 and 6,119,000 in 1970. The projected rate of growth for the two decades from 1950 to 1970 was 119 per cent in contrast to a 32 per cent growth of the United States for the same period. These estimates, though considered liberal at the time, were far exceeded by actual results. The Census Bureau's actual population count for Florida for 1960 was 4,951,560, and its population estimate for July 1, 1961, was 5,158,000.

Florida's per capita personal income, which may be used as a measure of ability to support higher education, was $1,988 in 1960, 30th highest among the states and highest among all southeastern states. This income compared favorably with the national average of $2,223.[1] A report released by the U. S. Department of Commerce states: "Both over the long span since 1929, as well as in the more current post-war period, Florida ranks number one in the nation with regard to relative gain."[2]

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[1]U. S. Department of Commerce, **Survey of Current Business,** August, 1961.

[2]U. S. Department of Commerce, **Survey of Current Business,** August, 1960.

Recommendations

■ **RECOMMENDATION 1: Florida should immediately increase its per capita contribution to higher education to the national average. It should establish as a longer-range goal the per capita contributions made by the more progressive states, such as California and Utah.**

Although Florida ranked 30th among the states in per capita personal income in 1960, it ranked 40th in per capita state expenditures for higher education. This per capita expenditure was $11.13 for the people of Florida, while the average American was paying $15.99 for higher education, and the people of Utah were paying $35.59.[1]

The accompanying table illustrates in a different way the extent to which Florida is measuring up to its ability to support higher education. In 1960 Florida spent $3.28 per $1,000 of personal income for higher education, significantly less than the national average of $4.42. Its expenditures in relation to personal income were the lowest of all of the 16 states served by the Southern Regional Education Board. What is more alarming, every other state in the region increased its support of higher education in relation to its ability to pay from 1951 to 1960, while Florida's expenditures per $1,000 of personal income dropped from $3.95 in 1951 to $3.28 in 1960.[2]

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[1]U. S. Department of Commerce, Bureau of the Census, **Compendium of State Government Finances in 1960.**

[2]"Financing Higher Education," Number 10, **Southern Regional Education Board.**

STATE EXPENDITURES* FOR HIGHER EDUCATION PER $1,000 OF PERSONAL INCOME, SOUTHERN STATES, 1951 AND 1960**

1960 Rank	State	1951	1960
1	Arkansas	$4.14	$8.09
2	Louisiana	4.37	7.22
3	Oklahoma	6.52	7.19
4	Mississippi	4.19	5.65
5	North Carolina	3.69	5.56
6	Alabama	4.19	5.37
7	West Virginia	3.81	4.92
8	Georgia	3.28	4.74
9	Virginia	3.56	4.69
10	Texas	2.96	4.48
11	Tennessee	3.21	4.46
	NATIONAL AVERAGE	2.73	4.42
12	South Carolina	3.36	4.36
13	Delaware	3.49	4.09
14	Kentucky	2.28	3.48
15	Maryland	2.36	3.39
16	**FLORIDA**	3.95	3.28

*Excluding commercial activities and capital outlay.
Source: "Financing Higher Education," Number 10, **Southern Regional Education Board.

Higher education in Florida has received for operations a smaller and smaller share of the general revenue expenditures each year since 1951. It received slightly more than 12 per cent of the general revenue in 1951, but in 1960 this proportion had dwindled to a little more than 7 per cent.

There is a significant parallel between the rapid growth of California in the last three decades and that of Florida in the recent past and its potential growth in the years ahead. Florida may well profit by emulating California's example of providing adequate support for first-rate college education. In 1960, California devoted $29.27 per capita of its general state expenditures to higher education, ranking 6th in the nation in this respect. The per capita expenditures of the median state were

$17.32, and those of Florida were $11.13, 40th among the states.[1]

The key position of Florida in the "space" age not only accentuates the prospect of growth in population and industry; it also underscores the urgent need for superior educational opportunity at the university level in the State. In view of its present inadequate support of higher education, it is clear that Florida has not yet met this challenge.

■ **RECOMMENDATION 2: Florida should establish a three-tiered system of public institutions of higher education, consisting of junior colleges, four-year colleges, and two senior universities which offer all graduate work at the doctoral level.**

Florida might also find California a worthy example in structuring its educational system so as to derive greatest benefit from each dollar of expenditure for higher education. California has concentrated most of its opportunities for advanced work in higher education, and all the work at the doctoral level, in the major campuses of its State University. Only about one-eighth of high school graduates are eligible to go to the University directly from high school. The second level of educational programs is provided in the public state colleges. One-third of the high school graduates are eligible to go directly from the high schools to the state colleges. All high school graduates are eligible to attend the public junior colleges. This plan limits instructional offerings at the upper undergraduate, master's, and doctoral levels to progressively fewer educational institutions. Because per-student cost of instructional services and research facilities increases rapidly at each higher level, the California plan has the advantage of economy for the state system of higher education as a whole. Florida now has the first and third of these tiers, consisting of public junior colleges and two senior universities. With the establishment of additional

[1]Compendium of State Government Finances in 1960.

four-year colleges as the middle tier, Florida has an excellent opportunity to achieve the effectiveness and economy afforded by the California plan.

■ **RECOMMENDATION 3: Salary comparisons with comparable state-supported institutions should be continued, but Florida's goal should be to reach the higher levels, not merely the average. Planners should base their comparisons on prospective future, not past, salaries of comparable universities. Furthermore, due allowance for the increased teaching load entailed by a ten-month contract under the trimester system must be made when comparing Florida State University salaries with those of institutions under the semester system.**

For several years the Board of Control and the Budget Commission have compared faculty salaries at Florida universities with national norms and more particularly in recent years with those paid in a selected group of twenty comparable state-supported institutions. In several respects, past practice in Florida has been inadequate. We have regarded the average paid in these institutions as our goal, ignoring the fact that a dynamic state such as Florida should not be satisfied with the average. Furthermore, their past averages have sometimes been used in planning our future averages and hence we have lagged two or three years behind. These averages have been the basis for initial estimates which usually have been whittled down in the process of consideration by the Board of Control, the Budget Commission, legislative committees, and the Legislature. Competition for faculty members will be increasingly keen in the future, not only from other universities but also from other areas of professional activity. Florida institutions cannot attain the quality to which they should aspire if they are content with taking the most conservative estimates of growth and costs, and limping along behind as comparable institutions stride ahead.

More than a thousand persons residing in various parts of the State recently completed and returned to the University a

questionnaire on which their opinions had been sought. In a five-scale choice, only 2.5 per cent of those responding rated 1961-62 faculty salaries at the Florida State University as excellent. Likewise, only 4.9 per cent of the legislators and governmental officers responding considered faculty salaries excellent.

■ **RECOMMENDATION 4: To achieve the goals and develop the programs set forth earlier in this report, the State must provide in less than ten years an annual operating budget for the Florida State University between two and three times as large as the 1961-62 operating budget. It must also provide a total of at least $77 million in capital outlay during this period.**

It is extremely difficult to estimate costs for the years 1965, 1970, and 1975. Any estimates made must be regarded as approximations subject to continual review. They should take into account the changing value of the dollar, the increasingly keen competition for highly competent faculty members as national college enrollments mount rapidly, and the best projections that can be made from statistical data.

It should be remembered that the enrollment of the Florida State University in the fall of 1965 has been estimated at more than 12,000 and in the fall of 1970 at about 15,000. Enrollments are thus expected to increase by more than 50 per cent by 1970, in comparison with the fall, 1961-62, enrollment of slightly less than 10,000.

The projected expansion in upper division and graduate enrollments in comparison with lower-division enrollments will greatly increase per student and overall costs. The number of students in the lower division is expected to remain about the same as at present until late in the decade, then decline gradually. The cost of a semester hour of upper division work is substantially higher than that of a semester hour of lower division work, and the cost of a semester hour of graduate work is much greater still. The expected increases in the proportions

of students in these higher levels at the Florida State University will cause the future average cost per student to increase significantly.

Increased operating appropriations will be necessary (1) to recruit, support, and retain the eminent faculty which this University must have; (2) to support the quality program of instruction, research, and services outlined earlier in this report; (3) to fund year-round operation with full enrollments in all three trimesters; (4) to build and maintain the outstanding Library the University must have to support this program (and the needs here are especially great); and (5) to maintain the physical plant and grounds which this program makes necessary.

Capital outlay needs will be commensurately great. Between the present and 1975, the Florida State University will need at least $77 million in capital outlay money for buildings. This estimate, of course, is made on the basis of the purchasing power of the 1962 dollar. An earlier section of this report has outlined the specific building needs which are now foreseen.

■ **RECOMMENDATION 5: The budget procedure of the State, as it affects the universities, should be studied with a view to reducing the tremendous problem of university fiscal planning and administration.**

Three major problem areas require attention: (1) the relation of the fiscal year to the academic year, (2) the relation of legislative appropriation to the workings of the academic marketplace, and (3) the necessity for advance clearance of a multitude of operating details with the Board of Control and the Budget Commission. A fiscal year beginning on September 1 rather than on July 1 (which comes within a trimester) would permit more effective planning and operation. Commitments to new faculty members are generally made soon after the beginning of a calendar year; in legislative years this greatly hampers our recruiting ability until such time as we are permitted to make some commitments in anticipation of legislative

action. Greater fiscal freedom in personnel actions and purchasing should be allowed the President, so the University may compete successfully in recruiting and so that we shall not be handicapped in research where time is often of the essence.

■ **RECOMMENDATION 6: Amounts received as overhead cost reimbursement on research contracts, in excess of amounts budgeted, should become available for expenditure by the University.**

Contract research funds received by the Florida State University from agencies of the United States government and from other sources often include a provision for overhead costs. Under present requirements overhead reimbursements in excess of those budgeted (sometimes two years earlier) must be paid into the general funds of the State. The financing of general University operations is seriously handicapped by the loss of these funds and the present cramped science facilities reflect these financial difficulties. It would seem only reasonable that these funds be retained by the institution which incurs the overhead expenditures.

■ **RECOMMENDATION 7: A full-time development officer should be appointed for the Florida State University and charged with interpreting its financial needs constantly, intelligently, and earnestly to individuals, corporations, and philanthropic sources.**

Urgent as the need is for Florida to increase its support of higher education from tax funds, it is also essential that support provided from private gifts and other sources be greatly augmented. Alumni of southern colleges contribute less than half the national per-person average to their institutions. Private institutions need not fear the state universities' efforts in this field, since invariably experience has shown that private support for these institutions increases as the state universities increase their fund raising activities.

Concluding Statement

At no time in the history of Florida has there been more discussion of the importance of the state educational institutions. At no time has verbal support been more generous. It is now time for this support to become tangible. At this critical point in the progress of the State, Florida **cannot** afford anything less than the best in higher education. As Colgate W. Darden, Jr., chairman of the Commission on Goals for Higher Education in the South, has aptly said:

> Nothing is more costly to a people than inferior education. No economy is dearer than that economy which is achieved by paring the cost of first-rate instruction, because by so doing we [illegible]ish—and diminish substantially—the opportunities of those generations which will come after us.

Florida can afford quality programs for its state universities. That is what the people of Florida desire. Given the chance, they will be eager to support adequately and in its entirety the program of the Florida State University presented here.

THE UNIVERSITY IN THE FUTURE

The Florida State University has looked at itself to determine its current major strengths and weaknesses, to appraise its role in the total enterprise of higher education in Florida and in the nation. This it has tried to do frankly and honestly. In so doing, it has found a firm and adequate base on which to build.

The emphasis of this report is concerned with the future. Institutions of higher education frequently verbalize about future excellence without a full realization or acceptance of the hard choices and the hard work which such a goal involves. This University aspires to true distinction, knowing full well the tremendous effort, sacrifice, and high cost such an aspiration implies. Above all else this University has a sense of mission, a dedication to excellence. It will not be content to be known as "a good Southern university." Rather it proposes that its creative teaching, its imaginative research, and its high quality scholarship shall be known and respected throughout the nation and the world.

In these plans for distinction the individual comes first. The administration and faculty of this University are firmly and irrevocably committed to the belief that in a democracy every person is entitled to the opportunity to progress in the educational world as far as his interests and abilities will carry him. In view of this commitment every student will be encouraged to embrace broad perspectives and to develop intellectual and emotional maturity. General and liberal education will be considered basic in every undergraduate curriculum and every undergraduate student will be encouraged to delve deeply in these basic disciplines. The best in guidance services will be available but the aim of all counseling, both formal and informal, will be to make the student increasingly self-directive and responsible for his own education.

In similar fashion the advanced professional and graduate student will be known and respected as an individual. He will be kept constantly aware of his high responsibility for excellence, of the high quality leadership and service which society has a right to expect of him. He will be challenged to perform at the very highest levels of competency of which he is capable.

Or it might be said this way. The distinction this institution visualizes rests not with organization however fine, but with individual people and their special competencies. The Florida State University of the future will demand the best from each member of the University community. The people who work here, faculty and students alike, will not be easily diverted from their purposes by popular accolade or the consideration of expediency. Here individual scholarship will be recognized and respected. Here responsible individual freedom of thought and expression will prevail. Here responsible dissenting opinion will be tolerated and welcomed. Here there will be a place for the person who generates ideas ahead of his time in history. Here individual students and teachers, individual scholars and researchers will be encouraged to probe and explore the inaccessible, to attempt the impossible.

In its commitment to distinction the Florida State University is keenly aware of the State which supports it and of the society it serves. Through undergraduate and graduate education and advanced professional education this institution will demonstrate and produce leadership for the improvement of cultural, social, scientific, economic, political, and public affairs. In fact, the end goal of the entire higher education enterprise is the improvement of society and the lives of individuals in it. The Florida State University of the future will intensify its efforts to build a two-way street between itself and society. And this street will lead not only to the vicinity of the University campus and the State of Florida but also to the region, the nation, and the world.

As the University moves toward the future it asks the people of Florida to share its commitment and dedication to excellence. No public university becomes distinguished on its own

resources; the people who support it make it so. Thus far-reaching assistance from the people of Florida is sought. First, the University asks for continued interest and understanding of this institution and for approval of its high resolve to become a distinguished university. Second, it asks for material support. Although good beginnings have been made, a larger and more eminent faculty must yet be brought together and built into an academic team of unquestioned excellence. Without an eminent faculty there can be no distinction for this or any other university. Quality programs of instruction, research, and service in many areas are yet to be developed and all existing programs can and must be improved. A library worthy of the vital role it plays as the heart of a distinguished university must come into being at an early date. Expanded grounds, many new buildings, and added physical facilities made necessary by this forward-looking program must be provided. At all these and at still other points generous support from the citizens of Florida must be forthcoming.

Herein the Florida State University has expressed its deep dedication to excellence. With the support of the people of Florida, the University can and will become a distinguished institution. In its successful transition from a women's college to a university, it has demonstrated its capacity for meaningful growth. That this growth in the next decade shall not falter or lack direction is thus the true purpose of this report.

MEMBERS OF THE STEERING COMMITTEE OF THE UNIVERSITY SELF STUDY

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J. PAUL REYNOLDS	*Dean of the College of Arts and Sciences*
N. ORWIN RUSH	*Director of Libraries*
AGNES E. SALISBURY	*Professor of Nursing*
R. K. SHAW	*Business Manager*